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ABSTRACT

This is one of several individualized learning packets to help students clarify the concept of values. The stated behavioral objectives are that students will: 1) relate their actions to their values; 2) predict the outcome of a survey; 3) conduct, compare, and draw conclusions from a survey; 4) identify some of their values; 5) compare American values with values of Japanese society; and, 6) relate values to behavior patterns. Each of four lessons contains one or more of these major ideas: 1) individuals develop a set of values as they grow up; these values reflect those of the society and the environment that surrounds the individual; 2) surveys, like the one included here as an example, are used as evidence in understanding the interpreting behavior patterns of people; 3) changes occur in values as social and economic conditions change in a society; 4) behavior patterns are shaped by the values that people hold; and, 5) values differ from society to society. A chapter is included from Journey to Washington by Daniel Inouye as a reading. (Author/SBE)

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AMERICAN VALUES

SECONDARY EDUCATION

IIM SOCIAL STUDIES

OFFICE OF INSTRUCTIONAL SERVICES
DEPARTMENT OF EDUCATION
STATE OF HAWAII
1971

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AMERICAN VALUES

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FOREWORD

This is one of the many individualized instructional packets compiled or revised by the General Education Branch, Office of Instructional Services, Department of Education.

The purpose of these packets is to assist teachers as they individualize instruction to meet the needs, interests and abilities of students.

An updated list of all such packets published by the General Education Branch through the Teacher Assist Center is printed each year and distributed to schools and libraries. The list contains the titles of the learning packets, level (primary, elementary, junior high or high school) and subject area.

We hope these individualized instructional materials prove helpful to students and teachers as they cooperatively plan objectives, evaluate learning, and plot next steps.

Margaret Y. Oda

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Director
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Arthur F. Mann

Arthur F. Mann
Assistant Superintendent
Office of Instructional Services

Instructions to the Teacher

This Learning Packet consists of activities which will help the students clarify the concept of values. It is suggested that the teacher allow different survey topics to meet the interests of the students.

Identification of Learners

This Learning Packet can be used by all levels of intermediate students.

Materials Needed

1. Table (Rank Order of Traits or Qualities ....) from Social Process in Hawaii, Vol. XX, 1956, pg. 4-5.

2. Readings: Inouye, Daniel A Journey to Washington, Chapter I, A Fire in Yokoyama Village

Major Ideas

Individuals develop a set of values as they grow up. These values reflect those of the society and the environment that surrounds the individual.

Surveys are used as evidence in understanding and interpreting behavior patterns of people.

Changes occur in values as social and economic conditions change in a society.

Behavior patterns are shaped by the values that people hold.

Values differ from society to society.

Behavioral Objectives

Students will relate their actions to their values.

Students will predict the outcome of a survey.

Students will conduct, compare, and draw conclusions from a survey.

Students will identify some of their values.

Students will compare American values with values of another society.

Students will relate values to behavior patterns.

Student Section

American Values

Lesson I

Major Idea

Individuals develop a set of values as they grow up. These values reflect those of the society and environment that surrounds the individual.

Behavioral Objective

You will relate your actions to your values.

Activities

1. List qualities you consider desirable in choosing a person for a date.

2. Arrange these qualities according to what you consider most important.

Lesson II

Major Idea

Surveys are used as evidence in understanding and interpreting behavior patterns of people.

Changes occur in values as social and economic conditions change in a society.

Behavioral Objective

You will (a) predict or hypothesize the outcome of a survey.
(b) conduct a survey.

You will compare your findings with an earlier survey.

You will draw some conclusions about values.

Activities

1. Look at Table 1, "Rank Order of Traits or Qualities Considered in the Selection of Dating Partners by University of Hawaii Students," taken in 1956. Compare this list with your own done in Lesson I.

2. Prepare a similar survey listing traits or qualities you consider relevant today. Check your survey with your teacher. Limit your survey to ten traits.

3. Predict the outcome or make two hypothesis, e.g. (Will there be any differences in the outcome of your survey as compared with the one taken in 1956? Why?) Give a copy to the teacher.

4. Conduct survey. Your social studies teacher, or another teacher may be able to allow a few minutes of class time to help with this. Check with your teacher. Limit the number of students surved to a single class or 30 students.

5. Tally the results.

e.g.	1 2 3 4 5 - - - - - - - - - - 30	Rank Total
1 Sincere	5 2	1
2 Well mannered	7 4	10

The item with the smallest number in the total column will be the quality most desired.

6. Interpret outcome.
   a) Were the hypotheses you made before you conducted the survey correct? Why? Why not?
   b) What else did you find out from the survey?

The data for the present study were collected in the spring semester of the academic year 1955-56 by members of the research methods class (Sociology 282). A stratified, random sample of 370 unmarried students from the undergraduate body of the University of Hawaii were interviewed.* The students were asked to rate traits or qualities which they considered desirable in a date on a five point scale from most to least desirable. A list of twenty five traits and qualities was developed from a previous exploratory study of the area. The students were also asked to list the five most important and the five least important traits or qualities that they personally considered in selecting a dating partner.

Table 1
Rank Order of Traits or Qualities
Considered in the Selection of Dating Partners
By University of Hawaii Students

Rank	Traits and Qualities
1	sincere
2	well-mannered, polite
3	good character (honest, dependable, has a high standard of morals)
4	good companion, conversationalist
5	knows how to get along with all kinds of people
6	good sense of humor, pleasant disposition
7	neat, well-groomed
8	have similar interests with mine
9	intelligent
10	understanding, sympathetic
11	knows how to behave properly in social situations
12	attractive
13	respected by others
14	acceptable to my parents
15	"open minded," can take jokes
16	belongs to my race
17	does not drink
18	belongs to my religion
19	religious
20	speaks like a cultured person, intellectual
21	good dancer
22	owns a car
23.5	popular, "rates" with the gang
23.5	knows how to have a good time, not stingy with his money
25	comes from a socially distinguished or substantially wealthy family

*The students were statified according to ethnic background and a random sample was drawn from each of the strata.

Lesson III

Major Idea

Behavior patterns are shaped by the values that people hold.

Behavioral Objective

You will identify some of your values.

Learning Activities

On a separate paper rearrange the items, writing the items out fully in order of what things are most important to you. You may add items not in the suggested list.

1. List in order of importance to you.
   education
   family
   friends
   health
   religion
   money
   club

2. What things do you treasure the most?
   clothes
   dog
   jewels
   pictures of friends
   radio
   record collection
   surfboard

3. What kind of activities do you like?
   like to go dancing
   like to help around the house
   like to make things (models, sew)
   like to read
   like to go surfing
   like to watch TV

4. I would risk my life for (to):
   a chance to surf at Makaha in 50 foot waves
   a stranger in trouble
   my beliefs (e.g. right to dissent)
   my job (as a fireman)
   my parents
   my friends
   my country
   trip to the moon with the astronauts
   none of the above

5. I would like to be a:
   banker
   doctor
   movie star or singer
   policeman
   postman
   secretary
   secret agent
   teacher

6. What would you miss the most if you were on an island by yourself?
   TV
   pizza and hamburger
   family
   running water - electricity
   house
   school
   friends

7. What characteristics would you look for in a friend?
   honesty
   compassion
   kindness
   understanding
   intelligence
   faithfulness
   ambition
   conscientiousness
   industriousness

After you have completed the 'self-survey', study the results.

There is no available self-test that will show a complete picture of a person's values, but this will show you what some of your values are.

8. List 10 things important to you now. (make 5 tangible things--family, car, etc., and 5 intangible things--justice, religion, etc.)

9. Your values will change as you grow. Why should you be aware of your own values?

Lesson IV

Major Idea

Values differ from society to society.

Behavioral Objective

You will relate values to the behavior patterns of people.

You will compare values of our society to the values of the people in the reading.

Learning Activities

Read "A Fire in Yokoyama Village" from Journey to Washington, by Daniel Inouye.

Write a paragraph comparing the value of Japanese society to the American society and how it affects the action of people.

Inouye, Daniel - Journey to Washington

Chapter 1 A Fire in Yokoyama Village

No one could say how the fire started. One moment all Yokoyama slept and the only sounds were the wind and the whispered rush of the stream that fell from the mountain and ran hard by the thatched roofs of the village. And then a spurt of flame broke from the house of Wasaburo Inouye. There were shouts in the night: "Fire! Fire!"

Men tumbled from the dark houses and raced for the stream with their buckets. But the easterly wind gathered strength as it blew down the long valley where the village lay, and for all the water the scurrying, sweating men could fling at the flames, they leaped unimpeded from the Inouyes' house to the next house, and then to the one after. Only when the men doused the roof of the third house in line was the fire's deadly rush halted. And by then three homes lay in smoking ruin.

Early in the morning, the elders assembled in the village meeting house. Of course the destitute families would be cared for until their houses were rebuilt. But of even graver importance was the matter of assessing the costs for the disaster. For it was the code of the hill country of southern Japan that he who lived in the house where a fire began must pay for the restoration of any other house that burned and for all the lost possessions.

At last the talk and the tallying were done. It was Inouye who must pay, the elders decided, and fixed the amount at $400. Then they sent for him to deliver their judgment.

Wasaburo Inouye accepted it in bleak silence. There was no question that the fire had started in his house, from an unbanked stove perhaps, or a smoldering lamp. Nor had he any thought of protesting that such a sum seemed forever out of his reach, that his long hours of labor in the rice paddies and among the tea plants on the mountainside, and the labor of Asakichi, his eldest son, barely sustained the family. Everyone knew this to be true, for everyone in the village labored as hard and earned as little. But what was ordained in the unwritten laws of the hills was explicit and immutable, and so there was nothing for Inouye to say.

He left the meeting house and walked slowly along the single dirt street of the village. He was an intense, stocky man, a grandfather many times over, and now the years weighed heavily on his stooped shoulders. At the end of the street, he could see the curious still clustered around the blackened

remains of the three houses. Women and children stared at him as he passed, for everyone now knew the verdict of the elders." It is Inouye who must pay!" they whispered-and Wasaburo fixed his eyes on the dusty road as he walked and tried to think of what must be done.

He could, of course, flee. He could take his family and, in the dead of night, slip away from Yokoyama, and even if the villagers knew where he had hidden they would not follow. They didn't have to, for at hand was a punishment far more agonizing. The elders would march ceremoniously to the meeting house and there, in the registry books that went back for generations, they would scratch out the name of Inouye wherever it appeared. It would be as though the entire family had never lived and no matter how far they fled their shame would follow them. Having given up their home, they would find no other anywhere in Japan. Worse, no respectable father would give his daughter in marriage to an Inouye son and soon the name, honored in the village for five centuries would die out.

No, fleeing was unthinkable, as was remaining without satisfying this debt of honor. He was a Japanese and his home and his name and his family honor were more precious than life-more precious, even, than the first flesh of his flesh.

When he reached what was left of his home, Wasaburo beckoned his family to sit with him on the charred mud floor. They were solemn, even the little ones, regarding the head of the house attentively, as oblivious to the persistent onlookers as he was.

They must pay the other families $400, Wasaburo told them. It was a matter of honor. And since there was no way to earn such money in the village, Asakichi, the eldest son, must leave the village and earn it.

Asakichi's gaze remained fixed respectfully on his father's face. But Moyo, his wife, reached out toward their three small children and tried to encircle them with her arm. She knew her husband would do as his father bade, and she was frightened.

Wasaburo went on: tomorrow the son would go to Fukuoka City where he would find the recruiters for the Hawaiian sugar plantations, and he would sign the contract. From his earnings he was to send back as much money as he could until the debt was paid. Then he might return.

Asakichi nodded. "Yes, father," he said, for just as Wasaburo had had no choice, neither, now, did his eldest son. To a Japanese, the word of the father was as immutable as the unwritten law.

But Asakichi Inouye's heart was heavy as stone. He trudged alone up the mountain, as he did every day, to pluck the tender young flushes from the tea shrubs, stuffing them into a sack that filled and grew heavy on his back. He had the dark, earnest look of his father, with tough, muscular arms and legs on his short body. He was twenty-eight years old.

Now and then he paused for a moment to gaze out over the green valley and the village and the clear stream that wound past the thatched roofs like a silver thread, the water wheels turning slowly, endlessly. As a boy he had splashed in that stream, as Hyotaro, his own son, now did, or sat quietly and watched the fish flash through the crystal water. To leave it, to leave everything he loved, was a sorrow such as he had never known and was not now certain that he could bear. How long before he looked out on this village again? How long before he could return to his wife and his family and his people? And what temptations and travail lay in wait for him over the huge Pacific, in the place they called Hawaii?

Only the month before the recruiters had come through Yokoyama. They had painted glowing word pictures for the people. Hawaii, they said, was a land of wealth and promise for anyone who would sign a five-year contract to work in the sugar cane fields. The great companies of the islands were prepared to pay transportation costs and, to each worker, a wage of $10 a month, a sum unheard of among the farmers and laborers of the hills. But though the people of the village had talked much of the journey and the lavish wages-as they might of some awesome happening in another province, or another age-not one signed the contract and, disgusted, the recruiters moved on to the cities, where it was said they had better luck.

They didn't understand Yokoyama, nor could anyone from another land. This was the people's eternal home. Since they had enough to eat and their simple houses sheltered them from the rain and the wind, it was a good home. Here their ancestors lived and died, and in this ground, they were buried. No Japanese could lightly surrender such a heritage, the tradition of so many centuries.

And now, to preserve his family honor, Asakichi Inouye must leave this valley and venture into a world that was alien and frightening, and he prayed that the gods give him courage to do what must be done and permit him to return safely, quickly. At dusk, he looked one last time across the valley, at the sparkling green tea leaves and, below, at the nodding stalks of ripening rice and the dark lines of the Buddhist temple against the darkening sky. Then he went back to the ruined house and told Wasaburo that he wanted to take his wife to Hawaii, and his only son, Hyotaro.

It was customary in a Japanese home that a celebration beheld for a departing son, with all the villagers invited and much food and sake offered. It was fitting, too, that the family accompany the travelers at least part way on the 100-mile journey to Fukuoka City. But Wasaburo had decreed that from that moment until the debt was paid, the Inouyes would live in austerity: there would be no money spent for celebrations, nor would there be unnecessary travels to wear out shoes. And so the parting of Asakichi and his family was doubly sad.

His mother embraced him and his father's voice was thick as he said, "Let there be health in your body. Return to us well. And remember that you are a Japanese."

And Asakichi and his wife turned their backs to the rising sun and set forth on their incredibly long journey.